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ABSTRACT

The six chapters of this publication describe primary education in Bangladesh. Chapter 1 traces the development of primary education through British, Pakistani, and post-independence periods. Chapter 2 briefly reviews constitutional and legal mandates for primary education in Bangladesh. Chapter 3 describes the general organization and administration of the school system. Chapter 4 discusses non-formal education and its linkage with formal schooling. Chapter 5 points out key features of Bangladesh national policy and plans for universal primary education. Conclusions are offered in Chapter 6, emphasizing the expediency of developing a system of non-formal primary education which would be linked to the formal system via multiple entry points. (RH)

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Towards Universalization of Primary Education in Asia and the Pacific

Country Studies

BANGLADESH

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This volume is one of a series of National studies of the progress being made towards the universalization of primary education undertaken by the following Member States:

Bangladesh	Papua New Guinea
China	Philippines
India	Republic of Korea
Indonesia	Socialist Republic of Viet Nam
Nepal	Sri Lanka
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PREFACE

Universalization of primary education (UPE) is one of the major priority goals of countries in the region of Asia and the Pacific. The developing countries, in particular are now vigorously engaged in the formulation and implementation of policies, plans and programmes aimed at making adequate and suitable opportunities for primary education available as soon as possible for all children and young people.

In 1983, as part of a major project under the Asian Programme of Educational Innovation for Development (APEID) on the Universalization of Education, 12 countries in the region undertook national studies. The national studies were conducted to analyse the stage reached by the countries in UPE, and the problems encountered by them in providing educational opportunities to all children at the primary level; to review significant new and current developments in programmes and projects which the countries have undertaken in order to expand and improve primary education; and to contribute to achieving the target of primary education for all children. The studies were conducted by national institutes and professional groups under the guidance of high level committees of the Ministries of Education in the respective countries.

On completion of the national studies, a Regional Review Meeting was held in November 1983 which undertook an in-depth analysis of the methodologies of the national studies and examined their findings. The meeting also made suggestions for improving and updating the national studies tabled for review.

Following the recommendations of the review meeting, study teams in the participating countries have revised and updated the national studies. The present publication is an outcome of the collaborative and co-operative efforts of the member countries in understanding the progress made in the universalization of primary education, the nature and extent of problems and issues and their implications for achieving UPE in the region before the end of this century.

This series which provides a comparative view of the position of and progress made in UPE has been published with the view that the countries in the region, in their bid to step up measures for UPE, will find the information, experiences and conclusions useful in pursuing the goal of 'education for all' with a new vigor by drawing on the experiences of other countries with the same goals and objectives.

ABBREVIATIONS

ADP	Annual Development Programme
AFE	Academy for Fundamental Education
ATEO	Assistant Thana Education Officer
BACE	Bangladesh Association for Community Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BE	Budget Estimate
CLC	Community Learning Centre
DANIDA	Danish International Development Agency
DDPI	Deputy Director of Public Instruction
DEO	District Education Officer
DIS	District Inspector of Schools
HSC	Higher Secondary Certificate
IDA	International Development Association
NFRHRD	National Foundation for Research on Human Resource Development
NCDC	National Curriculum Development Centre
NIEMT	National Institute of Educational Media and Technology
PEO	Primary Education Officer
PTI	Primary Training Institute
RE	Revised Estimate
SCEMR	Society for the Care and Education of Mentally Retarded Children
SDEO	Subdivisional Education Officer
SSC	Secondary School Certificate
TEO	Thana Education Officer
UCEP	Underprivileged Children's Educational Programme
UPE	Universal Primary Education

Conversion Formulae

1 lakh = 100,000

1 crore = 10,000,000

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Chapter One

DEVELOPMENT OF PRIMARY EDUCATION

British period

Primary education as it is understood today in Bangladesh and the rest of the subcontinent was first recommended in Wood's Education Despatch of 1854 when the British East India Company was the dominant political power in India. The recommendation was for the establishment of a graded school system, from universities and colleges to primary schools at the bottom. The Despatch also recommended education for the masses through indigenous elementary schools.

Since in the traditional indigenous system of elementary education, there was no place for low caste pupils and girls, education for the masses came as a new concept in the subcontinent. However, in the absence of adequate funds, the recommendation in Wood's Despatch regarding promotion of primary education and provision of grants-in-aid to indigenous elementary schools remained largely unimplemented by the newly created Department of Public Instruction.

In 1858 the Government of India came directly under the Crown. Between 1858 and 1871 local taxes were imposed in most of the provinces to meet the cost of primary education. In Bengal, where the peculiar land revenue system known as Permanent Settlement presented an obstacle, a large Government grant coupled with the opening of indigenous schools at local initiative (but mostly aided) stimulated considerable expansion of primary education.

From the very beginning the training of teachers for indigenous and primary schools attracted the attention of the authorities. In Bengal, the circle system was introduced in 1855, under which village school teachers of 3-4 schools (forming a circle) were trained under a master teacher (Guru). This was replaced in 1862 by training of teachers through the 'Normal School' system. This one-year course providing a stipend of Rs.5 a month included reading, writing, arithmetic, accounts and mensuration, elementary geography and history, and the art of teaching. In 1881-1882, there were 106 Normal Schools in India with an enrolment of 3,886 primary teachers, maintained at a total cost of Rs.4 lakh.

In 1882 the then Viceroy of India, Lord Ripon, appointed the Indian Education Commission to review the development of education in India since Wood's Despatch and to suggest measures for carrying out its policy recommendations. The Commission recommended that because of limited funds at the disposal of the Government, the control of primary education should be given to local bodies (district and municipal boards). The local bodies would raise funds locally and through subsidy from the Government, as well as tuition fees. The Commission declared that primary education would have an almost exclusive claim on local funds and a large claim on the provincial revenues. The other recommendations of the Commission regarding primary education were as follows:

a) The first charge on the provincial funds assigned for primary education would be the cost of its direction and inspection and the provision of Normal Schools.

b) Primary education should be viewed as instruction of the masses through the vernacular in such subjects as will fit them for their position in life and be not necessarily regarded as part of instruction leading to the university.

c) There should be a larger introduction of practical subjects such as native methods of arithmetic, accounts and mensuration, elements of natural and physical science and their application to agriculture, health and industrial arts.

d) There should be a measure of elasticity in school timing depending on the seasons of the year.

Following the recommendation of the Indian Education Commission (1882), district and municipal boards were made responsible for primary education, but its recommendation on financing of primary education was not followed. The provincial revenue spent on education was taken up by college and secondary education.

Meanwhile, the indigenous schools were slowly dying out for want of official support. Many of them were incorporated into the new educational system and converted into primary schools while many others were closed down. As a result, by the beginning of the twentieth century the indigenous schools almost ceased to exist.

Some of the achievements in the field of primary education during 1884-1902 were construction of school buildings, improvement of training of primary teachers, admission of girls and pupils

of low caste, and use of printed books. The method of teaching was improved by using object lessons, more humane treatment of the child in the classroom and teaching aids. The size of classes was increased and periodic examinations were introduced and enforced for promotion. In contradistinction the indigenous schools were small, allowing the teacher to pay individual attention to pupils. But there were no fixed standards or examinations. Each pupil progressed at his own pace and left when he had acquired all he wanted to learn or the school had to offer.

Lord Curzon, who took over as Viceroy of India in 1899, proved to be a great educational reformer. He followed a policy of giving larger grants to primary education – both non-recurrent and recurrent – which enabled the provincial governments to raise the rate of grant-in-aid to the local bodies from one-third to one-half of total expenditure and to pay a greater amount to private primary schools. This brought about a considerable expansion of primary education as the following figures will show.[1]

	1881-1882	1901-1902	1911-1912
No. of recognized primary schools	82,916	93,604	118,262
Enrolment	2,061,541	3,076,671	4,806,736

Between 1910-1913 the great Indian leader G. K. Gokhale made heroic efforts to make the Government accept the principle of compulsory primary education. Although his efforts did not bear fruit, the Government adopted a policy of rapid expansion and improvement of primary education, saying that compulsory free primary education was not yet practicable in the Indian situation.

In the decade 1917-1927, most of the provinces of India passed Compulsory Education Acts to be implemented in selected rural and urban areas for children of both sexes. In Bengal, the Bengal Primary Education Act (1919) and the Bengal Rural Primary Education Act (1930) covered both the municipalities and rural areas. Under this act, District School Boards were constituted and a primary education tax in rural areas was imposed. Although the local self-government institutions were made responsible for enforcing attendance, they were generally unwilling to prosecute defaulting

1/ Syed Nurullah and J.P. Naik. History of Education in India During the British Period, (Delhi; Macmilian & Co.,Ltd., 1943). p. 417.

parents and compulsion was applicable to boys only. The passing of Compulsory Education Acts, however, underscores the importance that was attached to primary education, and it did result in rapid expansion of primary education during 1922-1927, as the following figures show.[1]

	1921-1922	1926-1927
Number of primary schools	155,017	184,829
Enrolment	6,109,752	8,017,923
Direct expenditure on primary education (Rs.)	49,469,080	67,514,802

In 1929 a committee known as the Hartog Committee was appointed to review the position of education in India. It pointed out that the increase in the number of primary schools during the preceding two decades had not produced a commensurate increase in literacy, for only a small percentage of those in the primary schools reached Class V. Taking India as a whole, the Committee gave the following data regarding wastage, showing that only 6.29 per cent of those enrolled in Class I in 1922-1923 would complete Class V.[2]

Year	Class	Enrolment
1922-1923	I	533,878
1923-1924	II	161,228
1924-1925	III	86,846
1925-1926	IV	55,794
1926-1927	V	33,588

Ascribing the wastage to poverty, illiteracy and the conservatism of the parents, the Hartog Committee recommended a policy of consolidation in preference to one of diffusion. It also recommended a minimum 4-year primary course, upgrading the standard of general education and training of teachers, a more effective system of inspection and supervision, and revision of the curricula so as to raise the standard of village life in all aspects. It also observed that the devolution of authority in primary education to local bodies had been excessive.

1/ *op cit*, pp. 467. 533.
2/ *op cit*, p. 538.

The combined effect of the policy of consolidation in place of expansion, the financial stringency caused by worldwide economic depression and failure to enforce compulsory education resulted in comparatively little progress in primary education between 1927-1937. The official attempt to bring about qualitative improvement of primary education did not prove to be an adequate compensation for the loss in quantity. There was, however, some improvement in the training of teachers, the percentage of trained teachers rising from 44 in 1927 to 57 in 1937. There were also several changes in the curricula enabling the teachers to co-ordinate instruction with rural life and environment.

The Government of India Act (1935) resulted in the introduction of provincial autonomy, which came into operation in 1937 in eleven provinces of British India. Most matters relating to education were transferred to the provinces. Immediately compulsory education started attracting the attention of the provinces. Another trend of the closing years of British rule was the tendency to accept the Hartog Committee recommendation to withdraw or curtail the powers given to local bodies over primary education. Furthermore, in 1937 Mahatma Gandhi came forward with a proposal for 7-year free, compulsory, basic education that could be given to every child by making the process of schooling centre around some useful and productive craft. Unfortunately as a result of the stresses of the Second World War there was a decrease in the number of primary schools from 192,244 in 1936-1937 to 167,000 in 1945-1946, although there was a negligible increase in enrolment from 10,224,288 to 13,027,313 during this period.

In 1944 a comprehensive plan for educational reconstruction known as the Sargent Plan was prepared. It provided for pre-primary education for children between three to six years of age and universal, compulsory, free primary or basic education for all children between 6-14 years, divided into junior basic (6-11) and senior basic (11-14) stages. This was to be achieved in a period of 40 years. Within three years of the Sargent Report the British left the Indian subcontinent and two independent states – India and Pakistan – came into existence in August 1947.

Pakistani period (1947-1971)

On the partition of India in 1947, the geographical area now constituting Bangladesh became a province of Pakistan. In the first

national conference on education held in November 1947, the new country adopted the objective of universal, free compulsory education for all children between 6-11 years, extending it gradually to cover all children up to 14 years. The duration of the primary course in East Pakistan (now Bangladesh) was extended from four to five years with effect from January 1952.

Universal free primary education was a major goal of national planning in the First Five-Year Plan (1955-60). It was hoped that free compulsory education would be possible in about 20 years. For Bangladesh, where about one quarter of primary schools were financed in part or whole by private organizations or charity, it was proposed to improve 6,000 out of 26,260 primary schools by increasing the salaries of trained teachers and by providing better physical facilities. The allocation for primary education was Rs. 51.66 million, which accounted for 21.4 per cent of the total allocation for the province's education sector. However, excepting some improvement in the salaries of teachers, no noticeable progress was made in the sphere of primary education during the First Plan period. The enrolment increased by less than 50 per cent from what was planned.

On the eve of the Second Plan (1960-1965) a Commission on National Education was set up in 1959. The Commission recommended that a 5-year primary course should be made universal and compulsory within ten years, and that compulsory education of eight years' duration should be introduced and implemented within the next 15 years. It advocated a system of promoting children by age at the end of the year rather than on the basis of test results, to decrease the number of drop-outs.

The Second Plan provided for better buildings for 13,300 primary schools, more qualified teachers and regular school supplies. Enrolment was expected to rise by 1.3 million, bringing the percentage of the age-group children attending school from 48 per cent to 63 per cent. Education of girls and revision of curricula would receive special attention. Primary education got an allocation of Rs. 70 million, which worked out to be 18.01 per cent of the total allocation for the education sector. It is not clear from the Plan if the recommendations of the Commission on National Education regarding primary education were taken into consideration in its formulation.

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The Third Plan (1965-1970) aimed at increasing enrolment from 45 per cent to 70 per cent of the primary age-group by 1970, mainly by increasing the enrolment of girls. To achieve the target, 18,000 existing primary schools would be improved and 4,000 new schools would be added. The problems associated with wastage and stagnation which were not only educational but also economic and social would be subjected to careful study and review. Physical facilities in the teacher training institutions would be improved along with improvement in techniques and materials for teaching and the syllabi. Elementary agriculture and crafts indigenous to particular localities would be introduced in Classes IV and V in selected primary schools. The revised allocation for primary education was Rs. 250 million representing 20.20 per cent of the total allocation for the education sector. There was a provision to start some pilot projects in adult education of an intensive nature during the Plan period.

Primary education did not enjoy the priority it deserved in any of the three five-year plans executed during the Pakistani period (1947-1971), although there was no dearth of rhetoric championing its cause. The share of primary education out of the total allocation for the education sector was around 20 per cent, but actual utilization of these funds was much less. The plans did not provide a programme for making primary education free, compulsory and universal, but only indicated a target increase in enrolment by improving physical facilities, providing for better trained teachers and a thorough revision of curricula. But the targets were never achieved. There were 2.72 million children in 1954-1955, 3.27 million in 1959-1960, 4.16 million in 1964-1965 and around 5.5 million in 1969-1970 in primary schools. The number of primary schools declined from 29,633 in 1947-1948 to 26,665 in 1960-1961 and subsequently increased to 29,029 in 1969-1970.

Post-independence period

Bangladesh was born out of what was East Pakistan on 16 December 1971. One of the first acts of the Government in the newly independent country in the field of primary education was to nationalize the majority of privately managed primary schools in 1973-1974. As a result the teachers of these schools became Government servants.

One of the educational objectives of the First Plan (1973-1978) of Bangladesh was that all children must be assured basic formal education at least up to primary level. To achieve this goal, a double shift would be introduced in 5,000 schools which would enrol an additional one million pupils; 5,000 new schools would be established to accommodate another one million children; 15,000 previously developed schools would enrol 250 children each and the rest (10,500 school). 175 pupils each. Of the 35,500 schools at the end of the Plan period, 71 per cent would be fully developed for double shift operation so as to provide a base to permit universal primary education during subsequent plan periods. Social and political efforts would be combined with non-formal activities to increase the enrolment of girls. Drop-out rates, especially between Classes I and II, would be reduced by undertaking supplementary, non-formal and innovative measures. Despite this strategy and programme, only 18 per cent of the total allocation in the education sector was earmarked for the development of primary education, the breakdown being as follows:[1]

Construction and consolidation	.....	Tk. 33.00 crore*
Instructional materials	.....	Tk. 8.34 "
Salaries of additional teachers for double shift programme	.....	Tk. 9.00 "
Textbooks	.....	Tk. 7.38 "
Total:		Tk. 57.72 "

* 1 crore = 10 million

Besides the above allocation, a sum of Tk. 7.50 crore for establishing 15 new primary training institutes, including three exclusively for women teachers, and a sum of Tk. 3.00 crore for improvement of the existing institutes were earmarked.

The Plan also drew up a comprehensive programme of non-formal education. It included people's schools for skill development during vacations, youth camps, literacy schools, women's education centres, feeder schools, non-formal vocational training centres and workers' schools. A sum of Tk. 40.00 crore (50 per cent to be contributed by the community) was earmarked for the purpose.

1/ Planning Commission, Government of the People's Republic of Bangladesh, *The First Five-Year Plan (1973-78)*, (Dhaka: Planning Commission, 1973), p. 448.

The Plan made moderate progress in implementing various programmes in primary education. The number of schools increased by 5,000 although there remained 3,749 schools to be nationalized. Furthermore, 5,000 schools including some privately managed schools were repaired or improved. The total enrolment went up from 7.7 million in 1973 to 8.2 million in 1978 (although the correct enrolment figure is hard to assess). Girls' enrolment registered an increase from 2.7 million to 3 million during the same period. The number of primary teachers increased from 155,742 in 1973 to 186,144 in 1978, out of which 61,951 (33.28 per cent) were untrained. A national academy for primary education known as the Academy for Fundamental Education was established in 1978.

The existing programmes in primary education were continued during the next two years (1978-1980), known as the Two-Year Plan period. Combining the two periods of the First Plan and Two-Year Plan, primary education was allocated a total of Tk. 800 million out of which only Tk. 341 million could be spent – a mere 42.6 per cent. In contrast the university subsector spent Tk. 683 million as against an allocation of Tk. 571 million – a 119.5 per cent utilization.

The low utilization of funds allocated for primary education, especially during the First Plan, is ascribed to a shortage of experienced educational planners and administrators and a resource constraint aggravated by the famine of 1974.

Meanwhile, the present Second Plan (1980-1985) was prepared and it became operational from July 1980. The stated educational objective of the Plan is to eliminate illiteracy and achieve UPE as steps towards comprehensive human resource development. The public sector Plan allocations in the education and other sectors have been revised several times during the last three years. The education sector has now been allocated Tk. 4,700 million (in 1979-1980 prices) which is 4.3 per cent of the total public sector allocation. Out of this, a sum of Tk. 2,222 million (over 46 per cent) has been allocated to primary education. In order that primary education receive undivided attention, a separate Directorate of Primary Education has been created. The main features of the programme include the following:

a) Improving physical facilities;

b) Supply of textbooks free of cost to all children;

c) Supply of school uniforms free of cost to one-third of the girl students (policy being currently reviewed);

d) Supply of teaching aids;

e) Training of teachers;

f) Effective supervision of schools;

g) Decentralized administration;

h) Trying out innovative programmes to increase enrolment and retention rates;

i) Review of curricula and textbooks on a continuing basis; and

j) Active community involvement.

The UPE programme has as its major target the enrolment of 12.9 million children representing 91 per cent of the total primary age-group (6-11 years).

The programme started with a big bang by launching a countrywide mass literacy drive with a public sector investment of Tk. 460 million. The objective was to make 40 million people of the 11-45 age-group literate by 1985. After the programme had run for over two years the strategy for mass literacy was changed. The new strategy is to develop the institutional facilities of primary schools for support services rather than to embark upon a separate mass education programme.

Chapter Two

CONSTITUTIONAL/LEGAL PROVISION FOR PRIMARY EDUCATION

The provision of primary education is a constitutional obligation of the Government. Article 17 of the Constitution of the People's Republic of Bangladesh reads as follows:

The State shall adopt effective measures for the purpose of (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law.

In 1981 an act entitled 'Primary Education Act (1981)' was passed. It provided for better organization of primary education and efficient administration and management of the affairs of primary schools. It created a Local Education Authority (LEA) in each subdivision headed by the Subdivisional officer and with the Thana (sub-district) Education Officer as Secretary. The Authority was empowered to carry out all administrative and supervisory functions with regard to primary education under the general guidance and supervision of the Government. The finance was to be provided by the Government, which would also lay down rules for recruitment of teachers and standards of education. The Act provided for a representative managing committee for each primary school.

The Primary Education Act (1981) has been superseded by an executive order on 15 August 1983 in keeping with the reorganization and upgrading of administration at the Thana level. The order provides for further decentralization of administration and management of primary education to the Thana, the smallest administrative unit in the country. The Thana Parished (Council), which will have an elected chairman, will be the focal point of all educational activities. The responsibility for the introduction of UPE will be transferred to the Thana, now called Upa-Zila (subdistrict), and the Government will exercise its powers only in the following areas:

a) Formulation of national policy;

b) Development of curricula along with preparation and printing of textbooks;

c) Standardization of school facilities and uniform quality of teaching;

d) Training of teachers;

e) Sanction of new schools;

f) Creation of pools of teachers and supporting staff;

g) Provision of salary, pension, gratuity, etc.; and

h) Inter-Upa-Zila transfers of teachers.

To assist the Upa-Zila Council in the management of primary education, a primary education committee is being formed. The Chairman of the Council will also be the Chairman of the education committee and its local education officer, its Member-Secretary. Each school will have a managing committee headed by a local resident elected to the local body (Union Parishad). The headteacher of the school will act as its Secretary.

The executive order mentioned above is accompanied by rules laying down the procedure for recruitment and promotion of primary teachers. Under the rules, the Upa-Zila Council will be empowered to make all appointments and promotions. The executive order and recruitment rules shall apply to all primary schools managed by the Government, thus leaving out the 4,371 privately managed, recognized primary schools in the country.

Chapter Three

GENERAL ORGANIZATION AND ADMINISTRATION OF THE SCHOOL SYSTEM

The basic structure of education in Bangladesh was laid down in Wood's Education Despatch of 1854. The Despatch recommended creation of an office of the Director of Public Instruction in each province, opening of institutions from the university to the primary level, and establishment of vocational colleges and schools of industry.

At the base of the structure is the five year (I-V) primary school for children 6-10 years of age. After this comes the secondary level consisting of five grades (VI-X). But there are many schools, roughly one quarter of the secondary schools, which offer instruction from Class VI to Class VIII and are called junior high schools. The first national level public examination, the Secondary School Certificate (SSC) Examination, is taken at the end of Class X. There are 54 government managed vocational training institutes which admit students who have completed eight years of schooling.

Higher secondary classes (Classes XI and XII) are held in institutions called intermediate colleges and in the intermediate sections of degree colleges. A few prestigious cadet colleges also include Classes XI and XII. The second national level examination, the Higher Secondary Certificate (HSC) Examination, in arts, science and commerce is held at the end of Class XII. At the post-secondary level a student may join a 3-year course at a polytechnic or other technical institute, such as an agricultural training institute. Both the SSC and HSC Examinations are conducted by four autonomous Boards of Intermediate and Secondary Education, while those relating to technical education are conducted by the Technical Education Board.

After Class XII, a student may apply to one of the several institutions of higher education offering professional degrees (medicine, engineering and agriculture) or a general degree in arts, science and commerce. While professional degree courses run for four to five years, the general degree courses could be either at pass (two years) or honours (three years) level. Postgraduate studies leading to Master's and doctoral degrees are available in the universities and some of the degree colleges. The structure described is shown schematically in Appendix 1.

The normal age of entry into a primary school is six. But it may be five and can go up to eight. The age of entry tends to be lower in urban and higher in rural areas.

Pre-primary education is not officially recognized, but almost all primary schools have a hidden baby class for children four to five years of age shown enrolled in Class I.

Administration. There are four general universities, one engineering university and one agricultural university in Bangladesh. They are autonomous organizations but receive 85 per cent of their funds from the Government. The Vice-Chancellors are appointed by the Chancellor (who is the head of State) from a panel of names prepared by the Senate. Development funds are distributed and controlled by the University Grants Commission.

In professional fields, there are eight medical colleges, four engineering colleges, one agricultural college, 17 polytechnics, one college of leather technology, one college of textile technology, one glass and ceramic institute and one graphic arts institute – all managed by the Government.

Till 1981 the Director of Public Instruction (DPI) was responsible for implementation of all educational decisions below the university level. In each division there was a Deputy Director of Public Instruction (DDPI). In each district there were one District Education Officer (DEO) and one District Inspector of Schools (DIS). While the DEO was in charge of secondary education, the DIS was in charge of primary education. At the subdivisional level the Subdivisional Education Officer (SDEO) was in charge of supervision of secondary schools while at the Thana level the Thana Education Officer (TEO) was responsible for administration and supervision of primary education.

After the reorganization in 1981, a separate Directorate of Primary Education was created and placed in the charge of a Director-General. The post of DIS was abolished and in its place the post of Primary Education Officer (PEO) was created. The PEO was made the chief executive of the Local Education Authority (LEA) formed in each subdivision. The DEO, SDEO and the DDPI continued to work for secondary and Madrasah (Islamic) education under the Director-General (Secondary and Higher Education).

At the Thana level the number of Assistant Thana Education Officers (ATEOs) was increased (roughly one ATEO for 20 schools) for close supervision of primary schools. The ATEO works under the general guidance and control of the TEO.

As a result of further decentralization the office of the PEO will be abolished. The responsibility for implementing UPE has now been transferred to the Thana (Upa-Zila) Parishad. The population of a Thana is between 150,000 and 250,000 and the number of primary schools in a Thana does not generally exceed 100.

Administrative organization for primary education. The administrative organization of primary education has been described earlier. At the highest level is the policy making body located in the Ministry of Education. It makes policy decisions regarding all important matters affecting primary education, and broad management and development issues including training of teachers, opening of new schools, and development and preparation of curricula, textbooks and teaching methods. The Directorate of Primary Education executes the policy decisions and reports to the Ministry, seeking guidance and intervention when necessary.

At the moment, there is no one responsible for primary education at the district level. At the Thana (Upa-Zila) level the TEO looks after the administration of primary schools, including teachers' pay, discipline and repair and maintenance of schools. The recently appointed ATEOs are required to visit each school under their jurisdiction once a month for close academic and administrative supervision.

The highest organization for the planning of education is the Planning Commission. It sets out the objectives and strategies of the five-year plans, gives programme outlines and makes financial allocations to various subsectors. Allocations are subject to yearly programming according to the progress of project implementation, availability of resources and the requirements of new priority projects.

In the planning process, the Planning Commission acts in close collaboration with the Ministry of Education, which continually provides the necessary information on changing requirements and physical and financial progress of various projects.

The Ministry itself maintains a Planning Cell to co-ordinate planning activities within the Ministry and keep constant liaison with

the Planning Commission. The directorates and the attached offices prepare project proposals in conformity with the plan guidelines or any felt need and send them to the Planning Cell for scrutiny and onward transmission to the Planning Commission. Within the sectoral allocation the Ministry is competent to approve smaller projects which could cost up to Tk. 20 million whereas for bigger projects, involving expenditures between Tk. 20 and 50 million, the approval of the Planning Commission is required. For still bigger projects costing more than Tk. 50 million, the National Economic Council is the final approving authority. Each year an ADP (Annual Development Programme) is prepared and firmed up by the various ministries in consultation with the Planning Commission.

Under the new system of decentralized administration, each Thana (Upa-Zila) will plan and execute programmes for the development of primary education, within the framework of national policy. It will also be responsible for implementation of centrally prepared development projects within the Thana limit.

The central Government, through the Ministry of Education, retains the power to sanction new primary schools, relocate old schools and grant recognition to private schools. The Government has decided to establish one primary school for every 2,000 people or for an area of two sq kilometres. A country-wide school mapping exercise was undertaken in 1980-81, to find out the locations and particulars of the existing schools and to assess future requirements for implementation of UPE.

The primary curricula for Classes I and II include Bengali, arithmetic, environmental science (science and social studies), physical education, art and crafts, music and religion. The curricula for Classes III to V follow the same pattern and add English as a second language from Class III. In classes I and II, each lesson is allocated 30 minutes and in the higher classes 35 minutes. Bengali is taught for five hours a week in Classes II-V. In the higher classes, all other subjects are taught for slightly longer periods per week. In practice, the children seldom have music lessons or do anything resembling art and crafts. Physical education is also rare. A minute fraction of schools offer kitchen gardening through the initiative of an individual teacher.

For convenience and to accommodate the crowd of children in Class I (including the baby class) and Class II, primary schools usually sit in two sessions. The morning session for Classes I and II

is held for two to three hours (9-12 a.m.) and the afternoon session for Classes III-V is held for three to four hours (12 to 4 p.m.).

Each primary school is provided with a copy of the curriculum along with objectives, methodology and guidelines for evaluation, both by subject and class. The teachers consult the curriculum and the guides specially written for them, and read out from the textbooks. Commonly the chalkboard is used as the only teaching aid.

Till the nationalization of primary schools in 1973-74, primary education in Bangladesh was almost entirely dependent on community support. In setting up a primary school, the Government now expects the land to be donated locally. The community is expected to bear a portion of the cost of construction or renovation.

There are now about 7,472 primary schools which run on the charity of local people. With the rising cost of living caused by soaring inflation, local people are now becoming reluctant to give material support to primary education. They do not even want to give time and attention to the school managing committee. Recently the committee has been reorganized to make it more effective. Moreover, formation of a parent-teacher association is being encouraged in every primary school with a view to making it the centre of all social, civic, and development activities for the local community. Unfortunately, the overnight nationalization of over 36,000 primary schools coupled with galloping inflation has dampened rather than sharpened the interest of the community in primary education. They feel relieved that the Government has taken over the responsibility of running the schools and of implementing UPE.

Teacher training. There are 48 Government primary training institutes (PTIs) and 3 private PTIs spread over the country. They used to offer a one-year Certificate-in-Education course to serving untrained teachers, as well as to SSC holders (raised to HSC since 1981 for men students) who wanted to become teachers. The present curricula include both pedagogical and general subjects. Psychology as well as Principles of Education are taught. The general subjects are those that are taught in the primary schools. Pedagogy includes practice teaching, for which an experimental primary school is attached to each PTI. The annual intake capacity of the PTIs is around 9,000, but it remains underutilized. Between 1977-1978 and 1982-83, an average of 6,123 candidates received training each year. Of them, 50 per cent were serving teachers and the rest

were outsiders. In order to raise the proportion of women teachers, female outside candidates are preferred and as an incentive they are paid a monthly stipend (Tk. 150 per month) and provided with free hostel accommodation.

A survey in 1981 showed that out of 145,377 teachers of government primary schools, 15,156 were untrained. In addition, a large percentage of the 31,211 teachers of non-government (registered and unregistered) schools were also untrained. Furthermore, the annual attrition rate due to retirement, death and other reasons is about 5,000, as against the 3,078 non-teachers (on average) who received training annually during the last six years. At the present rate of output of PTI graduates it is not possible to fill the yearly vacancies.

Currently the one-year Certificate-in-Education course is being replaced by a 2-year HSC (Education) course. This requires the expansion of physical facilities and teaching staff to allow more intensive and higher quality training of teachers. After the transition phase of two years, the yearly training capacity of the PTIs will be restored and gradually increased according to requirements.

The Academy for Fundamental Education (AFE) was established in 1978 with a view to improving primary education by curriculum revision, enhancement of the quality of PTI training, development of learning aids, and for research into problems and issues of primary education. Both the AFE and the National Curriculum Development Centre (NCDC) have the responsibility of determining the academic and pedagogical contents of the training course at the PTIs. The final HSC (Education) Examination will be conducted and evaluated by the AFE.

The AFE is the main source of in-service training for PTI instructors, TEOs and ATEOs. The PTIs, in turn, conduct in-service training for primary teachers. Sometimes special training courses are arranged at the Thana headquarters for primary headteachers and other teachers. Recently a concept of cluster training programmes has been developed. Under this programme, the PTIs will give short training courses to the ATEOs who, in turn, will give one-day training courses to primary teachers during their monthly visit to schools.

Administration and supervision of primary schools. The TEO (minimum qualification: bachelor's degree with a degree in education) is the educational administrator most closely linked to the pri-

mary school. He is responsible for all aspects of primary education including administration and supervision. The TEO has to look after about 100 schools and a staff of 400-500 teachers. He must arrange all school supplies including textbooks, and advise on location of new schools and merger and nationalization of existing schools. He is also required to feed the Directorate of Primary Education with information on all administrative and academic matters, through the Primary Education Officer posted at subdivisional level. To assist the TEO in the administration and supervision of schools, a cadre of ATEOs (50 per cent recruited from head-teachers and the rest from among college graduates through open competition) has been created.

Pre-service on-the-job training is the missing element in the training of the TEOs and ATEOs. They should have a fair knowledge of plan objectives, strategies and programmes in the education sector and knowledge of local level educational planning and administration, as well as techniques of supervision. The AFE could design appropriate courses of two to three months' duration which the TEOs and ATEOs would be required to go through before taking up their appointments.

With the decentralization of administration to Upa-Zilas (Thana), the TEOs and ATEOs have now to play a more important role in the development and management of primary education. Their effectiveness may be enhanced by delegation of administrative authority and financial powers as well as by rationalizing the jurisdiction of the ATEOs for more intensive supervision of schools.

The ATEO is an itinerant officer spending almost all his working days in visiting schools and taking remedial measures. There is one ATEO for 20 schools, and he is supposed to visit all of them at least once a month.

Inasmuch as the headteachers perform a supervisory function over the teachers, some financial and administrative powers such as granting of casual leave to teachers, initiating disciplinary action, and incurring expenditure up to a certain amount could be delegated to them. This would help them assert their authority and maintain discipline in the school. This is now lacking.

Textbooks. The Bangladesh School Textbook Board is responsible for writing and printing of textbooks at the primary and secondary levels. The textbooks are written according to the curricula

prescribed by the National Curriculum Development Centre. The primary textbooks are produced either by commissioning authors or by inviting manuscripts. In the former case, the manuscripts are edited by eminent scholars and in the latter, the manuscripts received are reviewed by an expert committee and the selected manuscript is then edited. Recently a system has been introduced by which manuscripts of primary textbooks have to be pre-tested at the AFE. The printing of textbooks, however, is done at private printing presses appointed by the Textbook Board which does not have any printing press of its own.

The responsibility for distribution of primary textbooks lies with the Directorate of Primary Education. The books are taken from the Textbook Board's warehouse and sent to the TEOs by surface transport for distribution to the schools within their jurisdiction.

In 1983 all children of Classes I and II and 50 per cent of the children in Class III were provided with free textbooks, but children attending unregistered primary schools and those attending primary sections attached to secondary schools did not get this benefit. By 1986 textbooks will be supplied free of cost to all children up to Class V.

Educational technology. Since January 1981 Radio Bangladesh in collaboration with the National Institute of Educational Media and Technology (NIEMT) has been broadcasting a 30-minute programme for primary and mass education five days a week. The programme is meant for teachers and children and includes subjects such as Bengali and social studies.

The National Television also telecasts a 20-minute five-day a week programme on primary education. The focus of the programme is Class V children, and it is meant to prepare them for the School Final Scholarship Examination.

Mobile audio-visual vans are used for teacher training and non-formal education. There is a regular programme of production, distribution, and showing of audio-video cassettes for this purpose. Charts, posters and other radio-vision materials and guide books are being produced in support of the cassette programmes and programmes on the air. It has also been proposed to strengthen the training of primary and secondary teachers in production and use of low-cost teaching aids. A total of 1,062 secondary schools throughout

the country are in possession of audio control console sets for tape recording educational programmes on radio, which can then be played to supplement classrooom instruction. This facility could also be used for in-service training of primary teachers and supervisors.

Financing primary education. According to a survey carried out in 1981, there were 36,555 government managed, 4,371 non-government (registered) and 3,101 unregistered primary schools in Bangladesh. The recurrent expenditure on primary education in 1972-73 was Tk. 181.9 million, until the almost wholesale nationalization of primary schools in 1973 and 1974, when it went to Tk. 687.3 million in 1977-1978. In the current year (1983-1984), provision for recurrent expenditure on primary education has increased to Tk. 1589.7 million. Although the expenditure shows a substantial increase from 1972-1973 to 1983-1984, given the need for UPE, the financial sacrifice is by no means high. The per-pupil recurrent expenditure in 1978 and 1981 was Tk. 83.82 and Tk. 113.24 respectively. There are no statistics available to show the annual expenditure incurred by the 7,472 privately managed primary schools.

School buildings. The majority of the primary schools are poorly constructed and badly maintained. A study on primary education (1978) revealed the following distribution of school buildings (in percentages) in the rural and urban areas:

Location	Kutcha*	Semi-pucca*	Pucca*	Total
Rural	44.60	28.84	26.56	100.00
Urban	40.36	31.15	28.49	100.00
Dhaka City	10.45	23.13	66.42	100.00
Bangladesh	44.01	28.94	26.97	100.00

Source: NFRHRD, *Primary Education Network in Bangladesh*, Appendix B, Table 2.4

* (Pucca means brick building; semi-pucca means brick wall with or without cemented floor and tin roof; and kutcha means thatched roof with mud wall and plinth.)

The same study found that more than 50 per cent of the schools did not have adequate floor space for use by 200 children

at a time (1,400 sq. ft. required at the rate of 7 sq. ft. per child). But since schools are held in two sessions – the morning session for 100-150 children of Classes I and II and the afternoon session for 50-100 children of Classes III-V – accommodation has not proved to be a serious problem in many cases.

A school mapping exercise carried out during 1979-1981 revealed that 1.66 per cent of the primary schools were in a good state of repair, 7.88 per cent were in good condition but needed minor repair; 16.62 per cent needed thorough repair costing Tk. 20,000 - 30,000, 37.54 per cent needed renovation and 32.29 per cent needed total replacement. Obviously, a heavy investment seems to be necessary for repair, renovation and new construction of existing school buildings.

Community participation in primary education. Bangladesh has a long tradition of community support for primary and secondary education in the form of outright gifts of land, cash donations and provision of other sources of income for the school, voluntary labour, donation of construction materials and the like. A new school can be established only on land made available free of cost by the community. It is also expected that the community will bear part of the cost of construction and subsequent maintenance. Other forms of support are also quite common.

In 1973 and 1974 the Government nationalized most of the primary schools, so that by 1981 the number of government managed schools had risen to 36,555. This large scale nationalization in the course of two years is now found to have diminished the degree of community participation in primary education. The individual and collective urge of the community to promote education is gradually decreasing. The high rate of inflation which has severly eroded the real income of the people has contributed to this public apathy. Almost all privately managed schools (registered: 4371; unregistered: 3,101) now want to be nationalized. There has also been a change in the attitude of teachers. They no longer feel accountable to the local community owing to the change of their status to that of government employees.

Although a state responsibility, the government feels that the community has a significant role to play in motivating parents to send their children to school and keep them there till completion of Class V. The community is also expected to play a role in the upkeep

of the school structure and premises and in making the school the centre of social and cultural activities.

The decentralization of primary school administration was carried out to enable the community to discharge these responsibilities and promote primary education. Excepting certain policy matters relating to universalization of primary education and the maintenance of uniform teaching standards and student achievement, the Thana Upa-Zila will develop and manage primary education. This will include the appointment and transfer of teachers. There will be an Upa-Zila Education Committee formed for the purpose. Similarly, every school will have a representative managing committee to ensure its proper functioning. The Government is also encouraging the formation of Parent-Teacher Associations in every school to forge greater co-operation and understanding between the community and the school.

Primary enrolment. There was a spectacular rise in primary enrolment from 5.25 million in 1970 to 7.45 million in 1975,[5/] the number of primary schools rising by 10,250 during the same period. The great spurt in primary education followed independence. Then came stagnation. Enrolment rose to 8.03 million in 1980 and to 8.29 million in 1981.

It is believed that the enrolment figures supplied by the field offices are at times inflated by 10-15 per cent. This is reportedly done to justify the posting of more teachers than the ratio of one teacher for 40-50 pupils allows. Moreover, enrolment is not qualified by a minimum of attendance. A child enrolled may hardly attend school, and yet be counted on the roll.

The enrolment figures also disguise the fact that the majority of children crowd Class I and the hidden baby class. The children in rural areas are generally older than the prescribed age-group of six to ten years. By Class III 60 per cent of the original Class I children drop out. For the attainment of literacy and universal primary education, the Class V enrolment has significance, for only those children stand a chance of carrying literacy skills into adult life. But the present school system is producing less than five Class V children per teacher per year as the final output. Table 4 shows

5/ Institute of Education and Research, University of Dhaka, *Survey of Primary Schools and Evaluation of Primary School Agriculture Programme in Bangladesh, Part I* (Dhaka: IER, University of Dhaka, 1977), p. 13.

that the situation has been getting worse over the years. (The Class V enrolment dropped from 11 per cent of the total in 1965 to 9 per cent in 1980.)

Almost all primary schools have coeducational facilities. Although female enrolment has been slowly rising, there seems to have been no improvement in the ratio of girls since 1980 – it remains at 60:40. According to a survey carried out by the National Foundation for Research on Human Resource Development (NFRHRD) (1978), of the total enrolment in the sample schools, 62.02 per cent of boys and 37.98 per cent of girls in the rural areas and 55.87 per cent of boys and 44.13 per cent of girls in urban areas – 53.57 per cent of boys and 46.43 per cent of girls in the Dhaka city – were in schools. The enrolment of girls was markedly higher in the urban areas.

The ratio of women teachers is far worse than the enrolment ratio of girls. At the primary level less than 10 per cent of the teachers are women. Efforts are being made to increase the number of women teachers. It is thought that with more women teachers, enrolments of both boys and girls will improve. To encourage enrolment of girls, a system of free distribution of school uniforms to 30 per cent of girl students of Class I was introduced in 1981. In 1983, the benefit of a free uniform was made available to both boys and girls of Class II. Recently the policy of free distribution of uniforms has been discontinued in order to channel funds to the improvement of physical facilities. The Second Plan envisages almost doubling the enrolment of girls.

According to the survey carried out in 1978 by NFRHRD, there were 6.54 million children (91 per cent) in rural primary schools and 0.63 million children (9 per cent) in urban primary schools, including Dhaka city. This is in conformity with the composition of the population: rural – 90 per cent, and urban – 10 per cent.

From the estimated enrolment figures by Classes (1978) in rural and urban primary schools given below, it can be seen that a greater percentage of children are studying in Classes II-V in urban areas than in rural areas, while Class I and baby class enrolments remain almost the same. This reflects a better retention rate in urban schools, which could be due to better physical facilities in urban areas, or the better economic conditions of the parents coupled with the desire to get their children educated.

Estimated enrolment percentages (1978)

	Baby class	Class I	Class II	Class III	Class IV	Class V	Total
Rural	5.03	39.30	19.53	14.84	11.95	9.35	100.00
Urban	6.06	38.37	23.82	21.64	18.14	15.57	100.00
Dhaka city	3.60	31.41	20.09	17.78	15.03	12.09	100.00

Source: NFRHRD, *op. cit.* pp. A44-A46.

The percentage of enrolment to school-age population for rural areas in each district generally bears positive correlation with the literacy of the district. That is, the districts with a literacy rate below 20 per cent (1974 census) recorded an enrolment percentage below 40 per cent. The lowest percentage of enrolment for rural areas (26.51 per cent) is recorded in Chittagong Hill Tracts and Bandarbon districts. These two districts are located in sparsely populated hilly region with difficult communication and mostly inhabited by tribal people who are ethnically and culturally different from the rest of the country.

The difference in the percentage of enrolment of age-group population in different districts is quite marked. Moreover, there is a significant difference in literacy rate and enrolment as between different groups of villages (Union) in the same area (Thana).

The districts of Chittagong, Barisal and Patuakhali stand out much above the rest, both rural and urban, in terms of the enrolment percentage of the age-group children (over 70 per cent). The lowest percentage for rural areas is recorded in Rajshahi Division (out of 4 divisions) which is 38.31 per cent, indicating that special efforts will be necessary to bring more primary age-group children to school in this division.

Growth of primary schools. The number of primary schools increased from 29,082 in 1970 to 39,279 in 1975 and to 44,027 (including 3,101 unregistered non-government schools) in 1981. The present policy of the Government is to ensure one school for 2,000 people or for an area of 2 sq kilometres.

Preliminary findings of a school mapping survey show that out of the primary age-group population of 13 million, 87 per cent or over 11 million have access to schools within walking distance, and the rest, numbering about 2 million, have no school within walking distance. The situation calls for early correction.

Problems of non-enrolment and retention. It is estimated that nearly 67 per cent of the primary age-group population are enrolled in schools. Of those enrolled in Class I 60 per cent drop out before reaching Class II, while only 11.83 per cent reach Class V. Further, only 40 per cent of those completing primary education reach the secondary stage. Thus the country has been facing a serious twin problem of low enrolment and high drop-out rate. This is reflected in the stagnating, low literacy rate, which has remained around 22 per cent for almost two decades.

Low enrolment coupled with a high drop-out rate is a complex problem that does not lend itself to easy solution. Widespread poverty and illiteracy are thought to be the root causes. Other causes are the lack of opportunity for preparatory learning, poor physical facilities in the schools, the poor quality of teachers, uninteresting teaching, unrelated curricula, the low quality of textbooks, and the absence of community support.

To grapple with these problems, the Government have been distributing free textbooks and free school uniforms, besides providing free tuition for all. To encourage enrolment of girls, 50 per cent of new teachers are being recruited from among women. (In 1981, about 8 per cent of the primary teachers were women.)

To enlist active community participation and make the parents aware of the value of education both for their children and the community as a whole, an experimental project known as the Community Learning Centre (CLC) has been initiated. The primary school will be converted into a CLC by making it the hub of all community activities – social, cultural, and religious. Besides, home-based activities involving parents and children such as growing vegetables and fruit trees, processing and preparation of food, poultry farming, and small trade and craft development, will be encouraged in co-operation with the extension agencies. Promotion of primary education will thus become a part of community activity.

Supply of teachers and their qualifications. According to data collected by Thana Education Officers, in 1981 there were 164,358 teachers for 40,926 schools and 8,292,421 pupils. It works out to four (usually three to five) teachers per school and one teacher for 50 children. If allowance is made for over-reporting of enrolment (10-15 per cent), together with the fact that the schools run two shifts – one for children of Classes I and II numbering 100-150 and the other for children of Classes III-V numbering 60-70 – with an average daily attendance of less than 50 per cent, there does not seem to be a serious shortage of teachers in the primary schools.

As mentioned earlier, the annual attrition rate in government managed schools due to death, retirement and other causes is about 5,000 as against the yearly output of 3,000 newly trained teachers from the PTIs. The number of trained teachers, therefore, fails to meet the requirement. At the same time there is an undisclosed number of candidates with the Certificate-in-Education awaiting employment as teachers. Recently the Government has decided to fill 10,000 vacant teaching posts from among such candidates and other qualified college graduates having 14 years of schooling.

The table below gives percentages of primary teachers with different levels of education in 1978. It is revealed from the table that 47.9 per cent of woment teachers in the country possessed HSC and higher qualifications as against 33.3 per cent of men teachers possessing the same qualifications.

Percentages of men and women teachers with different levels of education in Bangladesh (1978)

Region	Men Teachers				Women Teachers			
	Below SSC	SSC	HSC	Graduate & above	Below SSC	SSC	HSC	Graduate & above
Rural	9.0	59.3	26.5	5.2	19.9	43.9	31.8	5.6
Urban	3.8	41.0	32.4	22.8	4.8	37.5	37.2	20.5
Dhaka City	2.8	33.3	37.0	37.0	26.9	22.9	38.8	27.8
Bangladesh	8.6	58.1	26.9	6.4	12.2	40.6	34.6	13.3

Source: NFRHRD, *op. cit.*, p. 32.

Curriculum development. Curriculum development is a continuous process which reflects the purpose and content of education in relation to the needs of the country. In the past, curricula at all levels have been subject to review and modification with political and administrative changes.

After the emergence of Bangladesh as an independent country, a 'National Curriculum and Syllabus Committee' was set up in November 1975 with the following terms of reference:

1. attainment of a high standard in the system of education and educational institutions based on national ideals and goals;
2. integration of science and technology in the curricula and syllabi in order to keep pace with the present-day world;
3. drawing up guidelines for preparation of syllabi in the light of the recommendations of the Education Commission (1972-74) for primary, secondary, higher secondary, technical and vocational education and teacher training; and
4. co-ordination of work by different committees set up for the above purposes.

The following objectives guided the National Curriculum and Syllabus Committee in framing the primary curricula:

1. to develop inherent powers and qualities of the individual;
2. to develop a sense of patriotism, justice, dutifulness and discipline in the minds of pupils;
3. to create an attitude of respect for mutual understanding and friendship with all;
4. to develop creative and skilled manpower through knowledge of science and technology;
5. to create a sense of dignity of labour in the minds of the children and inspire them to take an active part in national development; and
6. to develop a system of vocational guidance and self-reliance through education.

In 1981, the Government established a National Curriculum Development Centre in place of ad hoc committees for the purpose of continuous evaluation and development of curricula and for monitoring the effectiveness of teaching methods and materials.

The present curricula at the primary level, in terms of subjects taught and number of hours per week devoted to each subject, are set out in Tables 11 and 12.

Education for handicapped children. There is as yet no clear-cut national policy on the care and education of physically handicapped and mentally retarded children in Bangladesh, although the Government has been supporting such activities by private bodies.

In December 1977, an association styled 'Society for the Care and Education of Mentally Retarded Children (SCEMR)' was established in Dhaka. Two of its objectives were to establish vocational training centres for the educable mentally retarded and persuade the schools to operate special classes for the mentally retarded children.

In the first national workshop held by the Society in June 1980, the following recommendations were made:

1. to have a deliberate national policy formulated by the Government for the care and education of the mentally handicapped children which should be reflected in development plans;
2. to create general awareness in the society through mass media for the special needs of these children;
3. to start a diploma course in mental retardation through collaborative effort of the Institute of Education and Research, University of Dhaka, Teachers' Training Colleges, Medical Colleges and Departments of Psychology of different universities; and
4. To start special classes for mentally handicapped children in as many primay schools as possible.

An institute called Bangladesh Institute for the Mentally Retarded was established in January 1982 by the Norwegian Association for the Mentally Retarded in collaboration with the SCEMR. The Institute is equipped with a vocational training Centre, a toy library and a counselling and guidance service centre.

The Dhaka based society for mentally retarded children is keen to extend its activities throughout Bangladesh and has affiliated with several similar associations in the outlying districts. The society has so far been able to start special classes in four schools in Dhaka, including a school for slum children.

Primary education for special groups. Bangladesh has a tribal population estimated to be 500,000 in the eastern districts of Chittagong Hill Tracts and Bandarban. This is a sparsely populated hilly region with forests and difficult communication. The members of the dominant tribe 'Chakma' are Buddhists, but others mostly do not profess any religion. All of them have their own life style, attitudes, social norms and dialects. There is, however, a sizeable population of Muslim settlers from the plains who live in separate colonies among the tribal people.

The tribal people have been brought under the UPE scheme. According to a survey carried out by NFRHRD, there were 387 primary schools (354 rural and 33 urban) in the two districts with 1,291 teachers. The schools use the normal curriculum and textbooks. However, special efforts are made to recruit women teachers and supervisors from the tribal people by relaxing educational and age qualifications. Residential accommodation is being provided to primary school children in selected schools because of the inhospitable terrain and difficult communication.

Education of disadvantaged children. Primary education in Bangladesh has a total coverage and it has been made free. But the facilities of free tuition and textbooks have so far failed to push up enrolment and retention. This is ascribed mainly to socio-economic hindrances. About 80 per cent of the population live below the poverty line in terms of minimum caloric intake. The illiterate environment at home prevents children from disadvantaged families from acquiring the knowledge and vocabulary expected of a child attending a primary school for the first time. As a result, even when he ventures out to school, he soon drops out, in the absence of any encouragement from his poor, illiterate parents.

Preparatory learning materials have been prepared and pretested with a view to helping children from disadvantaged families. The materials will be tried out in 100 schools selected as Community learning centres during 1984. The other measures to cope with this problem are adult education to improve the general literacy level in the shortest possible time and enlisting active community support for education. Literacy has been found to bear a positive correlation with the willingness of the parents to send their children to school.

Chapter Four

NON-FORMAL EDUCATION AND ITS LINKAGE WITH THE FORMAL SCHOOL SYSTEM

About 33 per cent of children of the primary age group in Bangladesh never go to school, and about 70 per cent of those who do, leave school before attaining the minimum educational standard which they can use in adult life. Dropping-out occurs at all levels, but is concentrated in Classes I and II. The majority of children thus enter adulthood illiterate. Consequently there is an urgent need to strengthen non-formal education programmes, particularly for those who never enter the formal school system or drop-out before completing the Five-year primary cycle.

The main identifying characteristic of non-formal education is that it is performance-based rather than certificate-based. It has loosely organized content, staff and structure and is almost entirely dependent on voluntary participation and part-time help from volunteers. More importantly, it emphasizes the community rather than the individual as the main approach to developing human resources.

Bangladesh has yet to establish a national strategy for non-formal education for the vast multitudes of young children and adults who have eluded the formal system of education. There are, however, individual attempts being made by some voluntary organizations to impart minimum education to this group of children and adults, and prepare them for formal education where possible.

The most widely available source of non-formal education for children of both sexes is the Maktab, located in the premises of a mosque. The Imams who lead prayers in mosques usually give instruction on how to read the Quran and to offer prayers. The Maktabs provide the first educational experience of many children, and for those who do not go to a formal school, the only experience. There are about 150,000 mosques in the country. The mosque-based Maktabs can be more fruitfully utilized for pre-primary education and as feeder institutions for primary schools.

There are three non-government organizations which have been running educational programmes for children which are non-formal in nature but have linkages with the formal system of education.

The Bangladesh Association for Community Education (BACE) has been running 22 'feeder' schools in Meher, a rural union of 24 villages, at a distance of 22 miles from Comilla town. The schools teach the children reading, writing and counting up to Class I (and in some cases up to Class II) in their own vicinity, so that they are ready in due time to join Class II (or Class III) of the local primary schools. Teachers (two-thirds being women) are recruited and trained locally – two teachers per school – and paid a nominal sum as salary. The community contributes towards construction of the school house, donates the land, and gives other support. But this is not sufficient to meet the cost of running the schools, and BACE has to depend on outside funding (average expenditure per student was Tk. 76.00 in 1980). The programme has achieved its objectives of greatly pushing up the enrolment, especially enrolment of girls, at the eight primary schools in the union. This model of feeder school, partly dependent on community support and partly on outside assistance, is still confined to Meher and covers only one out of 4,000 rural unions in Bangladesh.

The Danish International Development Agency (DANIDA) runs a mass education programme in two Thanas of the district of Noakhali. It is meant for three groups of people – adults, women and children. The children's programme is called CHIMEC and is intended to reach children, 6-11 years old, from the poorest section of the population. The basic approach of the programme is similar to that of the feeder schools of Meher, but it is less structured and less costly. Each centre is housed in an existing village structure or primary school and employs one teacher recruited from the community on a small pittance, The teachers are given internal training on three modules, each lasting for three days. It is based on the necessity of organizing a centre, co-operating with different field agencies, playing with the children and establishing a climate of friendship and mutual responsibility in the community. The training content is derived from folkore and imparted through drama, songs and traditional dances.

The programme, which is effectively supervised by a team of educated, motivated and well-paid supervisors, is in operation in 13 unions out of 29 in the two Thanas and covers a population of over 300,000. There are 700 CHIMECs in the area with 34,000 children. It is estimated that about 30 per cent of the children completing Class I in a CHIMEC join one of the 133 primary schools

situated in the area. Some of the CHIMECs offer vocational training in addition to instruction in the 3Rs.

Another programme worth mentioning is the Underprivileged Childrens' Educational Programme (UCEP) which was started in June 1973. The programme provides second chance education to poor working boys and girls (many of them roaming in the streets without any worthwhile job) nine to ten years old. Presently there are about 8,000 boys and 700 girls attending 18 UCEP Schools in three main cities (Dhaka, Khulsa and Chittagong). All the schools are accommodated in their own buildings or municipal schools used after normal school hours. Most of the schools run three to four shifts of two-hours duration, daily for 290 days a year. (Since the boys must work without vacation, the schools observe no holidays.) There is only one school for girls in Dhaka city, which accommodates 700 children. After completing the 5-year primary curriculum in 2½ years, the children are encouraged to complete the 3-year junior secondary stage in 1½ years. Further, after completing the junior secondary stage, they are entitled to enter public vocational schools or the two UCEP-run trade training schools.

The teachers of the UCEP are carefully selected and their educational qualifications range from SSC to Master's Degree. Their salary ranges from around Tk.300.00 for one shift to Tk.600.00 for three shifts.

Textbooks and all other educational materials are provided free of cost. The children are encouraged to make regular deposits to the UCEP savings scheme, and they can purchase one meal and clothing at subsidized prices. A check is kept on absenteeism and the drop-out rate is estimated at less than 10 per cent.

The programme runs on outside help. Recently a sponsorship scheme has been started with each sponsor contributing Tk.1,200.00 annually towards the cost of one child. With more children the cost could be reduced.

The UCEP is an urban-based programme which seeks to effect a qualitative change in the life of underprivileged children. Compared to the results achieved, the cost is moderate and within the reach of wealthy urban dwellers.

Chapter Five

NATIONAL POLICY AND PLAN FOR UNIVERSAL PRIMARY EDUCATION

The present educational policy envisages increasing the literacy base by effective implementation of primary education as basic education. Specifically, the aim is to expand and strengthen the system so as to cover all 6-years olds (numbering about 3 million) and carry at least 50 per cent of this age-group through Class V by 1987. It is believed that this change will create an educational environment of increased enrolment and retention, particularly in the rural areas, and will eventually enable the Government to embark upon the second phase programme of raising the duration of basic education to 8 years.

With a view to implementing this policy, a massive UPE programme involving two projects – an IDA-aided project covering 42 Thanas and a national project covering the rest of the country – have been under implementation since 1981. The total cost of the two projects over a 5-year period (1981-1985) is estimated at Tk.344.68 crore, the main objectives being the following:

a) Increasing enrolment, particularly enrolment of girls, by improving physical facilities and providing free textbooks and school uniforms;

b) Reducing wastage caused by dropping-out and repetition by providing a better teaching-learning environment;

c) Improving the quality of primary education through better curricula and textbooks and more effective training of teachers;

d) Improving the quality of classroom instruction by providing teaching-learning aids; and

e) Reducing unit cost by improving retention rate and moving towards larger schools, larger class size and more flexible timetables.

To attain these objectives, measures have been taken to expand physical facilities, supply instructional materials and uniforms, increase teaching staff, strengthen supervision and provide recurrent in-service training to teachers.

Physical facilities. The UPE programme will cover all primary schools and Primary Training Institutes (PTIs), with the Academy for Fundamental Education (AFE) closely linked with the programme activities. A recent school mapping survey has revealed that many schools need to be rebuilt or renovated. Furthermore, in view of population growth, new school buildings and classrooms will have to be made available to accommodate children who will be entering the primary stage. (Land will be donated by the community where required.)

Besides renovation of the existing schools and construction of new school buildings, which account for 50 per cent the cost of the IDA-aided project and 25 per cent of the cost of the national project, the following facilities are being made available during the current Second Plan period:

a) With a view to boosting enrolment and attendance, text-books and learning materials are being made available to children free of cost.

b) Sanitary facilities and drinking water being unavailable in many schools, provision has been made for sinking 19,197 tubewells and constructing 34,499 lavatories.

c) The existing PTIs are being developed by providing them with additional hostel accommodation, classrooms and libraries, and three new PTIs are being established. (In addition to the two UPE projects, there is a separate project for developing the PTIs.)

d) The AFE is being provided with additional hostel accommodation and residential accommodation for the members of the staff;

e) Furniture and teaching aids and equipment are being made available to primary schools as well as to the AFE and the PTIs; and

f) Provision will be made for transport facilities for field personnel.

Increasing teaching staff. The school mapping survey mentioned earlier revealed that in the 42 Thanas covered by the IDA-aided project, the teacher-student ratio was 1:37, although in many schools the class sizes were uneven, being very high in the lower grades (80-120 in Class I) and very low in the upper grades (8-12 in Class V).

While most schools have four teachers, at times only three are available. Since the success of UPE is greatly dependent on the effective use of the teaching staff, regular attendance of teachers will be emphasized and additional teachers will be appointed where necessary.

Strengthening supervision. Inadequate and ineffective supervision of primary schools being a major problem, the present UPE programme has increased the number of Assistant Thana Education Officers (ATEOs) so that each ATEO may have not more than 25 schools under his charge. The ATEOs will be stationed at the union level and will be responsible for counselling parents and encouraging them to send their children to school, improving school-community relations, providing help to teachers, organizing recurrent in-service training with the help of PTI instructors and collecting and compiling educational data. Currently provision is being made for separate office accommodation for the ATEOs.

In-service training. At the moment, opportunities for in-service training for the large majority of primary teachers are limited. On the other hand, the introduction of new curricula, teaching methods and textbooks necessitates continuous in-service growth on the part of teachers, administrators, teacher trainers and supervisors. The main objectives of in-service training are to (a) develop a leadership core to manage and further develop primary education; (b) train different categories of people connected with UPE in the new operational skills so as to stimulate a new pattern of behaviour; and (c) institutionalize a new system of training for staff development as a regular component.

To attain these objectives, the UPE programme provides for training of three different groups: (a) key project personnel and related staff, (b) PTI staff and field administrators, and (c) primary teachers.

The training of primary teachers will be organized in clusters by the ATEOs, who are familiar with the problems of the teachers and the community. There are four to seven ATEOs in a Thana under the overall supervision of the TEO. Each ATEO works with 16-25 schools within his cluster and is supposed to visit all of them at least once a month and organize regular teacher training for the teachers at each school.

The advantages of cluster-based training are as follows:

1. Cluster-level training avoids the costs involved in residential courses and utilizes available field-level officers (ATEOs) to organize the training with Thana-level resources. On-the-job training will be less costly because the teacher will not be away from the school during training.

2. The training is likely to prove more effective. It will be directly based on the teacher's on-the-job experience and needs and will be flexible, enabling the teacher to cope with the problems which arise daily in the classroom and the community.

3. The cluster-based training will enable the teachers to participate in their own professional development. Through group discussion and study they will identify their own problems and become conscious of their own training needs. In discussion they may gain ideas which they may try out on an individual basis. ATEOs visits to schools will not only motivate the teachers but also give them support and feedback to improve their competence in the classroom.

4. Cluster-based training will enable teacher training and support to be linked with the professional supervision of schools. At cluster level the ATEOs will move from school to school observing examples of good classroom teaching and will be able to disseminate them to other schools in the cluster. ATEOs will combine their role as supervisors with a role as constructive supporters and communicators.

During cluster-based training the teachers will be supplied with training leaflets which are being developed on different topics relevant to the teachers' needs and interests. The topics are practical and intended to be of immediate help to the teachers in fulfilling their roles in UPE. Topics range from 'How to use the chalkboard effectively' to 'How to use the school garden for teaching purposes'. The training leaflets are designed as attractively as possible at minimum cost. They are intended to encourage learning through a variety of techniques ranging from story telling, comprehension exercises, simulation, questionnaires, simple multiple choice-question-answers, group discussion, stories in pictures, and group activity. They are intended to encourage training techniques which will sup-

plement the conventional lecture-note-taking method by active participation of learners in solving their own problems. The materials have been carefully written, designed and pre-tested.

IMPACT experiment

At present teachers' salaries account for about 98 per cent of the total primary education recurrent expenditure. As enrolment is expected to increase by 35 per cent in the next five years, measures to reduce the burden of teachers' salaries on the budget have to be tried.

To this end, an innovative programme developed in the Philippines and Indonesia and known as Instructional Management by Parents, Community and Teachers (IMPACT) is being carried out on an experimental basis. Under this experiment, children of Classes IV and V will be used for teaching children of lower grades by using specially prepared learning modules based on the curricula and textbooks. The children will learn in small groups of five to ten. The modules give direction to their learning efforts, lesson objectives and on how to learn. The teacher exercises general supervision and provides individual assistance where needed. Furthermore, the senior children learn in peer groups from the modular lessons with the teacher's assistance. The experiment has the potential for much greater enrolment at almost the same cost by reducing dependence on teachers. It is likely to make teaching-learning more effective by making every child an active participant.

School mapping project

Mention has been made of a school mapping survey carried out during 1979-1981 to establish an effective relationship between the distribution of schools and the threshold population to be served by the schools. Through this project the following tasks have already been accomplished: (a) Identification and analysis of the existing network of primary schools; (b) Analysis of the distribution of schools by size and number of classrooms depending on the threshold population; and (c) Assessment of the needs of primary schools for achieving universalization in the context of currently available physical facilities.

Chapter six

CONCLUSION

Universalization of primary education for an over-populated developing country with resource constraints is a difficult task. There is no easy solution, and transplanting models of developed or other developing countries where the socio-economic conditions are different will not work in Bangladesh. Consequently, the nation will have to continue experimenting within the framework of its own situation and resources.

Bangladesh spends a nominal 4 per cent of its development budget on education out of which about 50 per cent is devoted to primary education. On the revenue side, the share of education is around 13 per cent, out of which primary education is allocated about 50 per cent. It is widely believed that unless the share of the GDP for education is increased (currently it is about 1.5 per cent) and unless the allocation for primary education remains at a high level, achievement of UPE is bound to be delayed. Considering Bangladesh's situation, it may be recommended that at least 5 per cent of the GDP should be devoted to education (Unesco's recommendation is reported to be for 7 per cent) with 50 per cent or more of the allocation earmarked for primary education.

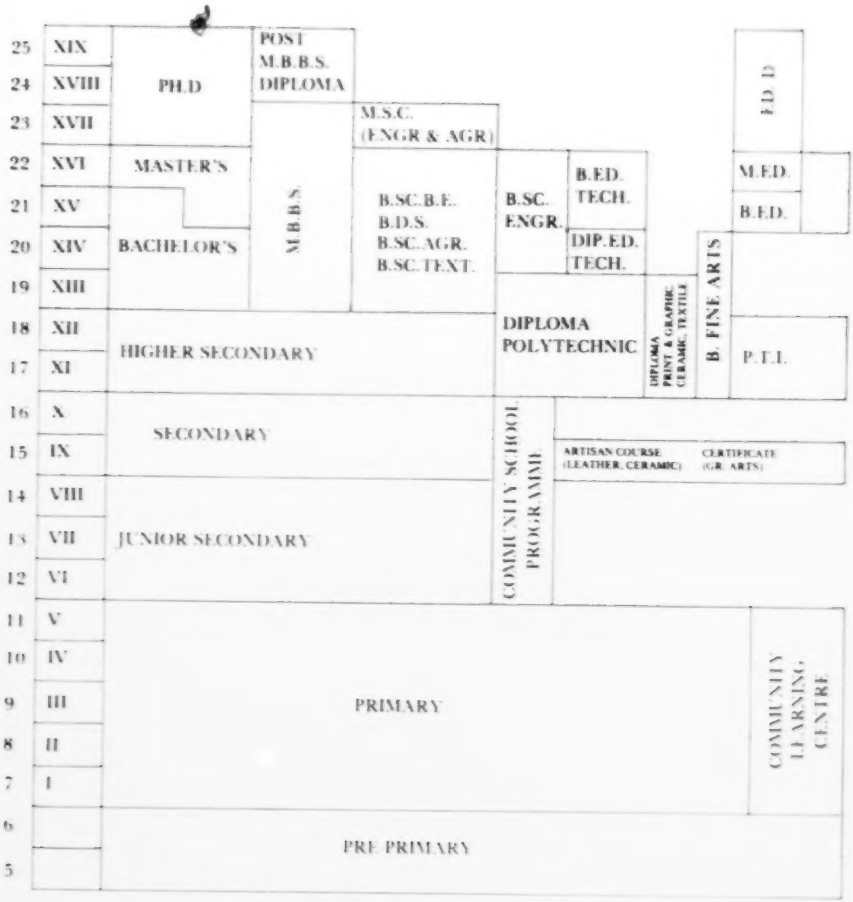
The formal system of education is relatively expensive and fails to bring within its purview a sizeable section of children who cannot be withdrawn from their income earning activities, however modest. It would thus be expedient to develop and activate an adequate system of non-formal primary education which would be linked with the formal system through provision of multiple entry points into the latter. Mosque-based schools and other suitable non-formal institutions need to be encouraged as supportive feeder institutions.

One of the reasons for the apathy of rural parents to primary education is that it does not prepare children for jobs or lead to saleable skills, does not in any way contribute to earning an income or enable children to become otherwise productive. Consequently it is felt that some provision could be made for skill development even at the primary level (possibly in the upper primary grades). To this end, new programmes will have to be thought out, designed and implemented.

Since the problems of education are closely intertwined with the overall socio-economic situation of the country, universalization of primary education cannot be viewed in isolation from total national economic planning. The UPE programme should, therefore, be related to the development efforts of the country, particularly rural development. Positive results in liquidating illiteracy can be achieved quickly only when a multi-dimensional attack on the problem is mounted.

APPENDIX I

The existing educational structure



APPENDIX II

Tables

Table 1. Comparative data on primary education

	1964-65	1969-70	1972-73	1977-78	1980-81
Number of Primary Schools	27,649	29,082	36,537	43,634	44,027[a]
Primary Enrolment (I-V)	4,158,000	5,250,819	7,793,905	8,227,950	8,292,421[b]
Number of Primary Teachers	94,834	113,673	155,742	186,144	178,588[c]

[a]Includes 3,101 non-government (unregistered) schools.

[b]Excluding estimated enrolment of 300,000 in 3,101 non-government (unregistered) schools.

[c]Includes 12,230 teachers serving in 3,101 non-government (unregistered) schools.

Source: BANBEIS & Education Directorate

Table 2. Number of primary schools by district and management (1981)

District	Number of Schools		
	Government	Non-government (Registered)	Total
1. Dhaka	3,194	281	3,475
2. Faridpur	2,122	332	2,454
3. Mymensingh	2,544	188	2,732
4. Jamalpur	928	82	1,010
5. Tangail	917	108	1,025
6. Chittagong	1,982	153	2,135
7. Chittagong Hill Tracts	621	37	658
8. Bandarban	179	...	179
9. Comilla	2,737	281	3,018
10. Noakhali	1,649	171	1,820
11. Sylhet	3,355	228	3,583
12. Rajshahi	2,040	381	2,421
13. Pabna	1,466	276	1,742
14. Bogra	1,192	126	1,318
15. Rangpur	2,671	442	3,113
16. Dinajpur	1,530	190	1,720
17. Khulna	1,785	237	2,022
18. Jessore	1,587	210	1,797
19. Kushtia	817	134	951
20. Barisal	2,297	264	2,561
21. Patuakhali	942	250	1,192
Total:	36,555	4,371	40,926

Note: In addition to the 40,926 schools noted above, a total of 3,101 non-government schools were reported to be in existence in 1981.

Source: BANBEIS

Table 3. Primary enrolment by grade and sex (1981)

Grade	Boys	Girls	Total
I	2,210,886	1,592,464	3,803,350
II	978,941	639,708	1,618,649
III	742,011	475,754	1,217,765
IV	579,949	366,139	946,088
V	440,839	265,730	706,569
Total:	4,952,626	3,339,795	8,292,421

Note: The enrolmenet of 3,101 nongovernment (unregistered) primary schools is not included in this table, but enrolment of 4,371 non-government (registered) schools (926,972) is included.

The boy-girl ratios in 1950, 1960 and 1970 were 80:20; 72:28 and 68:32 respectively. In 1981 the ratio was 60:40.

Source: BANBEIS

Table 4. Classwise distribution of primary enrolment as percentages

Class	1950	1955	1960	1965	1970	1975	1980
I	57	50	51	38	39	39	41
II	21	22	20	21	21	21	21
III	13	13	13	16	16	16	16
IV	10	9	9	13	12	12	12
V	–	6	7	11	12	12	9

Source: Ellen Sattar, *Universal Primary Education in Bangladesh* (Dhaka: University Press Limited, 1982), p. 39.

Note: In 1950, the primary stage included Classes I-IV. Class V was added to the primary stage with effect from January 1952.

Table 5. Primary age-group population and enrolment

Year	Estimated Mid-Year Population			Enrolment			Enrolment Ratio		
	Boys (000)	Girls (000)	Total (000)	Boys (000)	Girls (000)	Total (000)	Boys (%)	Girls (%)	Total (%)
1970	5,188	4,790	9,978	3,449	1,802	5,251	66.5	37.6	52.6
1980	6,166	5,802	11,968	4,849	3,189	8,038	7816	55.0	67.2
1981	6,253	5,990	12,243	4,952	3,340	8,292	79.2	55.7	67.7
1985	6,794	6,438	13,232	–	–	–	–	–	–
1990	7,041	6,675	13,716	–	–	–	–	–	–
1995	7,193	6,817	14,010	–	–	–	–	–	–

Source: Statistical Yearbook (1981) & BANBEIS

Table 7. Urban/rural breakdown of primary age-group population

Year	Urban Areas			Rural Areas			Urban & Rural Areas		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1970	751,366	37,884	789,250	4,436,634	4,752,116	9,188,750	5,188,000	4,790,000	9,978,000
1980	1,139,354	57,446	1,196,800	5,026,646	5,744,554	10,771,200	6,166,000	5,802,000	11,968,000
1981	1,313,760	66,240	1,380,000	4,939,240	5,923,760	10,863,000	6,253,000	5,990,000	12,243,000

Source: Statistical Yearbook of Bangladesh (1981) & BANBEIS

Table 8. Number of primary school teachers by district management and sex (1981)

District	Number of Teachers						Grand Total
	Government			Non-government (Registered)			
	Men	Women	Total	Men	Women	Total	
1. Dhaka	11,790	1,758	13,548	1,130	206	1,336	14,884
2. Faridpur	7,505	443	7,948	1,301	98	1,399	9,347
3. Mymensingh	9,215	599	9,814	827	73	900	10,714
4. Jamalpur	3,133	271	3,404	306	38	344	3,748
5. Tangail	3,594	276	3,870	448	27	475	4,345
6. Chittagong	8,130	1,119	9,249	588	112	700	9,949
7. Chittagong Hill Tracts	1,589	314	1,903	130	15	145	2,048
8. Bandarban	374	36	410	–	–	–	410
9. Comilla	11,465	851	12,316	1,088	74	1,162	13,478
10. Noakhali	6,689	290	6,979	698	39	737	7,716
11. Sylhet	8,299	1,055	9,304	830	41	871	10,175
12. Rajshahi	7,891	485	8,376	1,566	88	1,654	10,030
13. Pabna	6,359	297	6,656	1,079	31	1,110	7,766
14. Bogra	4,245	403	4,648	476	42	518	5,166
15. Rangpur	10,662	569	11,231	1,794	135	1,929	13,160
16. Dinajpur	5,002	341	5,343	750	62	812	6,155
17. Khulna	6,672	504	7,176	988	76	1,064	8,240
18. Jessore	5,749	459	6,208	784	36	820	7,028
19. Kushtia	2,971	295	3,266	556	33	589	3,855
20. Barisal	8,600	978	9,578	946	120	1,066	10,644
21. Patuakhali	3,831	319	4,150	1,275	75	1,350	5,500
Total:	133,765	11,612	145,377	17,560	1,421	18,981	164,358

Note: In addition to 164,358 teachers serving in government and non-government (registered) schools, there were a total of 12,230 teachers of both sexes serving in 3,101 non-government (unregistered) schools.

Source: BANBEIS

Table 9. Public expenditure on primary education

Year	Enrolment (Million)	Non-development Expenditure (Million Tk.)	Development Expenditure (Million Tk.)	Total Expenditure (Million Tk.)	Per-pupil Non-development Expenditure (Tk.)
1972-1973	7.7	181.9	41.1	223.0	23.62
1973-1974	7.7	254.5	67.5	322.0	33.05
1977-1978	8.2	687.3	56.6	743.9	83.82
1978-1979	8.0	772.7	74.1	846.8	96.59
1979-1980	8.0	811.5	63.8	875.3	101.44
1980-1981	8.3	939.9	239.0	1,178.9	113.24
1981-1982	N.A.	998.7	237.0	1,235.7	–
1982-1983	N.A.	1,439.7	472.4	1,912.1	–
1983-1984	N.A.	1,589.7	663.8	2,253.5	–

Notes: 1. Expenditure figures for 1982-1983 relate to the revised budget estimate for the year.
2. Expenditure figures for 1983-1984 relate to budget estimate for the year.

Source: Statistical Pocketbook of Bangladesh (1979) & BANBEIS

Table 10. Budgets for primary education (Tk.)

	1981-1982	1982-1983 (RE)	1983-1984 (BE)
A. Non-development Budget:			
Government Primary Schools	986,394,000	1,420,000,000	1,570,000,000
PTIs	12,288,000	17,895,000	17,895,000
AFE	...	1,795,000	1,814,000
Total:	998,682,000	1,439,690,000	1,589,709,000
B. Development Budget:			
UPE (National)	158,886,000	311,108,000	432,834,000
UPE (IDA-aided)	48,234,000	135,796,000	220,000,000
PTIs	29,849,000	25,518,000	10,000,000
Total:	236,969,000	472,422,000	662,834,000
Grand Total:	1,235,651,000	1,912,112,000	2,252,543,000

RE = Revised Estimate; BE = Budget Estimate

Source: Non-development Budget (1983-84), ADP (1983-84) & Directorate of Primary Education

Table 11. Curricula for Classes I and II

Subject	No. of periods per week (30 minutes each)	Length of time per week (hours)	Percentage of time available
Mother Tongue	10	5.00	33.33
Mathematics	6	3.00	20.00
Environmental Studies	5	2.50	16.67
Religious Education	3	1.50	10.00
Physical Education	3	1.50	10.00
Art and Crafts	3	1.50	10.00
Music			
Total:	30	15.00	100.00

Note: There is a prescribed textbook for mother tongue as well as mathematics. For other subjects, there is no textbook.

Source: Ministry of Education, *Report of the Bangladesh National Curriculum and Syllabus Committee, Vol. I: Primary Stage* (Dhaka: Ministry of Education, 1976), p. 279.

Table 12. Curricula for Classes III, IV and V.

Subject	No. of periods per week (35 minutes each)	Length of time per week (hours)	Percentage of time available
Mother Tongue	7	4.08	20.64
Mathematics	6	3.50	17.71
Environmental Studies	6	3.50	17.71
Religious Education	3	1.75	8.86
Physical Education	3	1.75	8.86
Art and Crafts	2	1.17	5.90
Music	2	1.17	5.90
English	5	2.92	14.42
Total:	34	19.84	100.00

Note: There is a prescribed textbook for each of mother tongue, mathematics, environmental studies, religious education and English. For the three remaining subjects, there is no textbook.

Source: Ministry of Education, *Report of the Bangladesh National Curriculum and Syllabus Committee, Vol. I: Primary Stage* (Dhaka: Ministry of Education, 1976), p. 279.

Table 13. Trends in primary education

Year	No. of primary schools			No. of enrolled pupils in primary education				No. of teachers in primary education			
	R	U	Total		R	U	Total		R	U	Total
1973	35,079	1,458	36,537	F	2,541,449	156,479	2,697,928	F	2,462	1,474	3,936
				M	2,934,787	2,125,190	5,059,977	M	94,120	57,686	151,806
1978	41,758	1,876	43,634	F	1,216,207	1,824,309	3,040,516	F	8,834	5,575	14,409
				M	3,112,461	2,074,973	5,187,434	M	164,866	6,869	171,735
1980	39,209	3,183	42,392	F	1,339,380	1,849,620	3,189,000	F	8,646	5,763	14,409
				M	2,812,420	2,036,580	4,849,000	M	130,393	11,338	141,731
1981	40,505	3,522	44,027	F	1,402,800	1,937,200	3,340,000	F	12,061	8,040	20,101
				M	2,872,404	2,080,017	4,952,421	M	145,809	12,678	158,487

An urban area is defined as an area having concentration of at least 5,000 persons in a continuous collection of houses where the community sense is well developed and the community maintains public utilities such as roads, street lighting, water supply, sanitary arrangement, etc. Such areas are generally centres of trade and commerce with a population substantially non-agricultural and having a high rate of literacy.

R = Rural; U = Urban; F = Female; M = Male

Source: BANBEIS

Table 14. Age, sex, grade distribution of pupils enrolled in all grades of primary education and one next higher Class (1981)

Age	Sex	Class					
		I	II	III	IV	V	VI
5	F	169,597					
	M	232,143					
6	F	961,052					
	M	1.315,477					
7	F	382,191	351,839				
	M	552,721	675,469				
8	F	79,623	223,897	318,755			
	M	110,546	205,577	591,407			
9	F		63,970	118,938	161,101		
	M		97,897	148,402	359,568		
10	F			38,060	124,487	167,409	
	M			74,203	127,588	268,911	
11	F				51,259	71,747	46,591
	M				57,994	119,026	136,760
12	F				29,295	15,943	74,061
	M				34,796	48,496	148,312
13	F					10,629	30,446
	M4,408					4,408	44,466
14 (over)	F						22,877
	M46,099						
Total:		3,803,350	1,618,649	1,217,765	946,088	706,569	549,612

Source: BANBEIS

Table 15. Geographical (by regions/provinces) distribution of primary education facilities (1981)

Region/Provinces	Total population of primary education age-group	Number of primary schools	Number of pupils enrolled in primary schools	Enrolment ratio
LOCATION				
Urban	1,380,000	3,522	934,508	67.72
Rural	10,863,000	40,505	7,357,913	67.73
REGION (DIVISION)				
1. Dhaka Division	3,649,658	13,292	2,199,969	60.02
2. Chittagong Division	3,179,507	11,418	2,198,895	69.15
3. Khulaa Division	2,431,459	8,666	1,837,926	75.58
4. Rajshahi Division	2,982,376	10,651	2,055,631	68.92

Table 16. Institutions of primary education

Types of Institutions	Year	
	1981	1980
Total primary schools	44,027	42,392
of which number of one-teacher schools*	0.92%	0.90%
of which number of two-teacher schools*	7.19%	7.00%
No. of Teacher training Institutions for primary education	50	50
No. of In-service Training Institutions	-	–
Curriculum Development Centre	1	1
Any other (specify)	–	–
Schools for physically handicapped	23	23
Schools for mentally handicapped	1	1
Schools for special population groups (orphanages)	99	99
Other Institutions (specify)	–	–

* Teacher/pupil ratio at the primary level is usually 1:40. Primary schools generally have three or more teaching positions, the modal number being five. In view of this, a one-teacher school refers to a school which had one position filled at the time of survey, the remaining positions lying vacant. Similarly, in the case of two-teacher schools, only two positions were filled at the time of survey and the rest remained vacant.

Table 17. Teachers and supervisors for primary education (1981)

Level of basic qualification	Teachers for Primary Education = Number			Number of Supervisors
	Trained	Untrained	Total	
Less than 10 year schooling	11,572	4,501	16,073	–
10 year schooling	74,579	29,003	103,582	5
12 year schooling	34,716	13,502	48,218	192
University Degree	7,714	3,001	10,715	1,959
Total:	128,581	50,007	178,588	2,156

Table 18. Curriculum in primary schools (1983)

Number of working days for primary schools in a year: 211

Number of periods per week : 30 periods of 30 minutes each for grades I & II; 34 periods of 35 minutes each for grades III, IV & V.

Subject	Grades (Specify number of periods under each grade)				
	I	II	III	IV	V
Mother Tongue	10	10	7	7	7
Mathematics	6	6	6	6	6
Environmental Studies	5	5	6	6	6
Religious Education	3	3	3	3	3
Physical Education	3	3	3	3	3
Art & Craft Music	3	3	4	4	4
English	–	–	5	5	5
Total:	30	30	34	34	34

Table 19. Public expenditure on primary training fiscal year (1983-1984)

		Amount (Million Taka)	%
A.	Current expenditure		
	i) Teachers' salaries	1527.522	67.81
	ii) Administration and supervision	36.483	1.62
	iii) Teachers'/supervisors' training	26.519	1.17
	iv) Others	240.919	10.71
	Total of A	1831.443	81.31
B.	Capital expenditure		
	i) School building	390.600	17.34
	ii) Equipment	30.500	1.35
	Total of B	421.100	18.69
	Grand Total of A & B	2252.543	100.00

Source: Ministry of Finance and Planning, *Budget Estimate for 1983-84 (Non-development) & ADP (1983-84)*

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* Out of stock.

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All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 24 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

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1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Education and urban development;
6. Educational technology with stress on mass media and low-cost instructional materials;
7. Professional support services and training of educational personnel;
8. Co-operative studies, reflections and research related to educational development and future orientations.